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ABSTRACT

Currently, Michigan's Schoolcraft College (SC) offers classes on weekends but no formal program that allows students to complete a degree on weekends. To determine the community's general interest and need for a Weekend College Program and for expanded services in general, SC conducted a survey of 399 residents of the college's service district, randomly selected from a State of Michigan identification database. Study results included the following: (1) 81% of respondents knew that Schoolcraft offered associate degree programs; (2) of the 25% of respondents who were interested in furthering their education, 27% had completed a bachelor degree and 17% had a high school diploma; (3) 67% of the respondents were employed full-time, 59% were female, and the average age was 39 years old; (4) 32% (n=129) of the respondents indicated that they would be very interested or interested in a Weekend College program, while the top 4 program choices were computers, business management, undecided, and liberal arts; (5) for those interested in the program, the most desirable times for taking classes were Saturday mornings (78%) and Saturday afternoons (58%), the least desirable was Friday evenings (24%), and 46% indicated that they would also attend on a weekday evening; (6) 38% of the respondents indicated an interest in attending college to complete a bachelor's degree and 25% would be interested in a bachelor's degree program at Schoolcraft; and (7) the most popular choice of alternative delivery was telecourses, preferred by 36% of respondents interested in either the Weekend College or bachelor's program. The survey instrument is appended. (KP)

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Schoolcraft College

ED 387 189

Weekend College Survey Report

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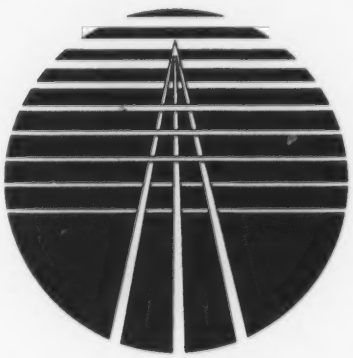

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EXECUTIVE SUMMARY

SCHOOLCRAFT COLLEGE
WEEKEND COLLEGE SURVEY REPORT

Requested by: Noreen Thomas, Dean of College Centers
Completed by: Denise Sigworth, Director, Grants and Institutional Research
James Utley, Research Technician

Date: February 24, 1995

Survey Purpose:

This survey is intended to answer two related questions:

1) What is the community's general interest, and need for, expanded services and program offerings at Schoolcraft?
2) What are the community's specific interests in, and needs for a Weekend College Program at Schoolcraft?

Methodology:

The respondents were randomly selected from the State of Michigan identification database. In total, 399 persons from Schoolcraft College's service district were telephoned. This resulted in a plus or minus 5% confidence level.

The survey population was asked questions about their awareness of Schoolcraft College programs, if they are currently attending college (if not, if they are interested in continuing their education), interest in Schoolcraft, whether they would attend courses as part of a Weekend College Program, when and where they would like to attend, what courses they would like to take, interest in a bachelor degree offering, their reasons for attending college, and demographic profiles according to age, gender, employment status, occupation, ethnicity, and income.

Survey Results:

The community awareness of Schoolcraft's programs, especially associate degrees, was fairly high. Over 80% of the respondents knew that Schoolcraft offered associate degree programs.

There were 25% of the respondents who were interested in furthering their education. Of those respondents who were interested in furthering their education, over half had "some college", 27% had completed a bachelor degree, and 17% had a high school diploma. These particular respondents were, on the average, 39 years of age, employed full-time (67%), and female (59%).

The results of the survey indicate that of all the respondents, the greatest percentage would come to college for personal enrichment (69%). There is, however, a "pocket population" of those respondents who are seeking an associate degree (24%). Many of these degree-seekers are in favor of a weekend college program (45% are "interested or very interested").

For those who were interested in a Weekend College (n=129 or 32%), they indicated that computers were their first choice of courses or programs offered in a Weekend College. Second was business management, third was undecided and fourth was liberal arts.

The most desirable time to offer classes is on Saturday morning (78%) and Saturday afternoon (58%). The least desirable time was Friday evenings (24%). There were 40% of those interested who would attend courses on Sunday. There were 46% who would also attend on a weekday evening. The following chart shows each time slot and the percentage of respondents who chose that time (respondents could chose more than one):

Day	Interest
Friday Evening	24%
Saturday Morning	78%
Saturday Afternoon	58%
Sunday	40%
Weekday Evening	46%

Another potential market is offering bachelor degree courses at Schoolcraft College. There were 38% of the 399 respondents who would attend college to complete a bachelor's degree. There were 25% of those surveyed who would be interested in a bachelor degree program held at Schoolcraft.

There was consistency throughout the different populations as to their interest in courses. Computers were first in the rank order. Second was business management. Third was "undecided", and fourth was liberal arts. Even if respondents were associate degree seeking, they chose courses in the same rank order as those interested in personal enrichment.

The most popular choice of alternative delivery methods was telecourses.

The question, "At which of the following locations would you prefer to take weekend classes?" indicated that 74% of the interested respondents would attend at Livonia, 44% would attend at Radcliff and 30% would attend at both (respondents could choose more than one response).

The results of the survey indicate a wide diversity of people who would be interested in a Weekend College Program. Generally, here are the things we can say about those respondents who have considered attending college within the last year:

*The average age was 39.
*49% have had "some college".
*The most frequently cited occupations were skilled trades, clerical, administrator, educator, and engineer.
*The most frequently cited family income level was $50-$75 K.
*59% were female.

Recommendations:

The survey results indicated that there is an interest in a Weekend College at Schoolcraft College. Continue with program development.

Establish programs that meet the needs of working students who already have some college experience and are, on average, somewhat older than the traditional credit student.

Establish a bachelor degree program in conjunction with a four-year college or university at Schoolcraft. Use computer courses as a marketing tool to draw people into the program.

Ensure that computers are integrated throughout the Weekend College Program curricula. In designing flexible programs to meet the needs of working adults, an option to that delivery may be telecourses.

There is interest in both Livonia and Radcliff sites as potential locations for the offering of weekend courses. The establishment of a Weekend College Program should be implemented at both locations.

If the administration decides to offer Friday evening courses as part of a "planned sequence" or "track", some thought should be given to offering an alternative to the Friday evening course on a weekday evening.

SCHOOLCRAFT COLLEGE
WEEKEND COLLEGE SURVEY REPORT

Requested by: Noreen Thomas, Dean of College Centers
Completed by: Denise Sigworth, Director, Grants and Institutional Research
James Utley, Research Technician

Date: February 24, 1995

The Research Office has worked closely with College Centers over the past few years to identify a need for a Weekend College. Currently, there are many classes held on the weekends, but no formal program is offered which allows students to complete a certificate or associate degree on weekends. We have conducted surveys in the past to students who were enrolled in weekend classes but until now have never done a sample of the residents of our district.

Two assumptions were made in developing this survey: 1) That the total potential market for a Weekend College Program consists of working adults seeking to enhance or change their careers, and some non-working adults preparing to enter or re-enter the job markets. 2) That the total current market for a Weekend College Program consists of any of the above who express an interest in further education.

Purpose of Survey

This survey is intended to answer two related questions: 1) what is the community's general interest, and need for, expanded services and program offerings at Schoolcraft, and 2) what are the community's specific interests in, and needs for a Weekend College Program at Schoolcraft.

The answers to these questions will be found by examining the data produced by the survey. The survey seeks to profile the potential student primarily for marketing activities.

It also seeks to identify marketing opportunities for both existing and proposed programs of a Weekend College. In that way, it serves to identify students and program areas for development.

Another benefit of the survey is to collect general information about the community and their perceptions and interests in Schoolcraft College. The survey offered us an opportunity to study the overall awareness about Schoolcraft, the college enrollment patterns of our residents, their specific interest in courses, and market demographics. Even though this survey is intended to study the issue of establishing a Weekend College Program, there is additional data which can provide insight into the needs of our constituents.

Need for Survey

The answer to the first question, *what is the community's general interest, and need for, expanded services and program offerings at Schoolcraft* , will help Schoolcraft determine the potential viability of the expansions being considered. The answers to the second question, *what are the community's specific interests in, and needs for a Weekend College Program at Schoolcraft,* will help Schoolcraft design the Weekend College Program and minimize the risk of a "false start" - creating a program which does not meet market needs.

Methodology

Selection of the Questions:

Schoolcraft College used the expertise of a marketing specialist to help draft the first set of questions for the survey. The questions can be categorized into three areas of general marketing, ranking, and targeting data. Each of the areas are used to develop questions, guide the analysis and focus the report of the survey:

General Market Data* :

1. The community's general awareness of, and interest in, Schoolcraft's current program offerings.
   (Question 6 and Questions 9-13: Consideration of attending college and a series of questions on awareness of Schoolcraft College courses and degrees)

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* A slash (/) between questions indicates that the questions are the same but asked of different groups.

2. The current market - the percentage and segments of the general population interested in further education.
(Demographics by Question 6: Age, education, employment, income, gender by consideration of attending college)

3. Schoolcraft's share of current market - the percentage of those interested in further education who are interested in Schoolcraft.
(Question 6 by Questions 23/32: Consideration of attending college and specifically Schoolcraft College)

4. The community's general interest in the proposed expansions and new programs.
(Question 6 by Questions 22, 23/32, 14/24/33, 19/29/38: Consideration of attending college, and specifically Schoolcraft, questions on the weekend college, and offering of a bachelor's degree)

Ranking data:

5. Relative ranking of various educational goals in the community.
(Questions 5/7: Educational intent - job improvement, career change, personal enrichment, degrees)

6. Relative ranking of the community's interest in various career courses and programs.
(Questions 15/25/34: Interest in courses as part of the weekend college)

Targeting data:

7. The general target markets for the proposed expansion and new programs.
(Demographics by Questions 14/24/33 and 19/29/38: Age, education, employment, income, gender by interest in weekend college program and bachelor's degree)

8. Program-specific target markets.
(Demographics by Questions 15/25/34: Age, education, employment, income, gender by interest in courses as part of the weekend college)

9. The occupations interested in further education.
(Question 44 by Questions 24/33: Occupation by interest in Schoolcraft)

Survey Population

The population surveyed was secured from a random list of district residents through the database of state identification numbers (includes drivers licenses and state i.d.'s), stratified by zip code. From this list, 400** residents were telephoned by the phone bank at the Oakland Center for Social Research. Oakland Center for Social Research assisted in four areas of the survey: survey development (making the survey suitable as a phone survey), securing the random list of district residents, conducting the survey, and entering the data.

With results from 399 respondents, the confidence level of the survey is plus or minus 5%. The confidence level is the indication of the variance that is possible in the overall

** One respondent was not captured in the data entry process and the study ended up with only 399 respondents.

population being studied. If we had surveyed all the residents of our district, the results may have varied plus or minus 5% from the sample results.

It is important to note that in phone surveys, many times a bias will occur in the sample simply by the population you are able to reach by phone. For example, women generally are over represented in phone surveys. In our survey, retired individuals were over-represented. The survey demographic data indicated that 25% of the respondents were retired. We can calculate from Census data that approximately 13% of our district's residents are over 65 years of age (inferring that at least these citizens are retired and the percentage may be higher since many people retire at an earlier age). A review of survey age data on retirees indicated that the youngest was 50 and the oldest was 87. Half of the retirees were less than 66 years of age and 20% were less than 60. A SPSS report of frequencies and percentages which did not include retirees showed minimal changes in the overall percentages. As a result, the retirees were included in the survey analysis.

The data was entered in a fixed file format by Oakland Center for Social Research. This fixed file was then formatted into an Excel spreadsheet in a sylk file for access by SPSS (Statistical Package for the Social Sciences). Statistics used were frequencies, general descriptives (mean, median, mode, standard deviation), and crosstabs using chi-square.

The statistical ability of SPSS combined with the Excel spreadsheet format, allows us to run subsets of data to determine market profiles on demographics. The demographics which were collected were: age, educational status, highest level of education, employment status, occupation, ethnicity, income, and gender.

The survey was comprised of three separate survey forms. Respondents, depending upon their educational status, were asked questions from Form A, Form B or Form C. If the respondent <u>was currently or had ever attended Schoolcraft College</u> they completed Form A. If the respondent <u>never attended</u> college or <u>did attend</u> a four-year college or university, they answered questions on Form B. If the respondent attended a community college but <u>not Schoolcraft College</u>, they completed Form C. This basically splits the respondents into two groups: those who have taken community college classes and those who have not.

Groups by Form	#	% of 399
Form A: Have Or Are Currently Attending Schoolcraft College	89	22%
Form B: Never Attended College or Did Attend A Four-Year	239	60%
Form C: Have Attended A Community College, Not SC	71	18%

Survey Results

General Market Data:

The information on General Market Data includes questions which address both the awareness of community residents of the programs offered by Schoolcraft College and their interest in these programs. As listed in the Methodology section, the first focus of the survey is to determine:

1. The community's general awareness of, and interest in, Schoolcraft's current program offerings.
   (Question 6 and Questions 9-13: Consideration of attending college and a series of questions on awareness of Schoolcraft College courses and degrees)

There were a series of five questions on the survey which sought to measure the awareness of community residents to Schoolcraft's various programs. As seen by the chart, residents generally knew about associate degree programs, but were not as aware about certificate programs or that Schoolcraft offers telecourses over the local cable system. Respondents were somewhat aware that Schoolcraft does not offer a four-year bachelors degree program.

Awareness of Residents About Schoolcraft College Programs

Questions 9 through 13	Yes	No	No Resp.
Are you aware that Schoolcraft College offers career programs in which you can earn a Certificate for specialized training?	64%	35%	1%
Are you aware that Schoolcraft offers 2-year Associate Degree programs?	81%	18%	1%
Are you aware that an Associate degree can qualify you for a new career field?	81%	17%	2%
Are you aware that Schoolcraft offers telecourses over the local cable system?	39%	60%	1%
Are you aware that Schoolcraft does not offer a 4-year bachelors degree program?	65%	33%	2%

We can infer from the chart that about 20% of our residents do not know about the associate degree programs that we offer. A crosstab with chi-square measures for significance levels indicated that income and education level played a significant difference in the knowledge of the respondents about Schoolcraft College. Those in the higher income brackets and higher educational levels tended to know about associate degrees, new career fields, telecourses, and bachelor degrees. There were no significant differences in responses about certificates and no significant differences in any of the areas based upon employment status.

Significant Differences in Awareness

Questions	Variable	Significance Level
Aware SC offers associate	education level	.00000
Aware SC offers associate	family income	.00059
Aware degree qualifies for new career field	education level	.01734
Aware degree qualifies for new career field	family income	.00000
Aware SC offers telecourses	education level	.01705
Aware SC offers telecourses	family income	.00000
Aware SC does not have bachelor degree	education level	.00000
Aware SC does not have bachelor degree	family income	.00033

We know from the survey that, generally, respondents know about the associate degree and are less familiar with certificates, telecourses, and bachelor degrees. We also found that our community members with higher family incomes and educational levels tended to be more informed about Schoolcraft's programs.

What do we know about people who are considering college? There were 99 or 25% interested in pursuing their education. There were 35 respondents or 9% currently enrolled in college. Those respondents who were enrolled were not included in the demographic study of potential students.

The 99 respondents who are considering college represent our target market and information about them will have an impact on program development. The demographics can be broken down by age, education, employment, income, and gender.

2. The current market - the percentage and segments of the general population interested in further education.
   (Demographics by Question 6: Age, education, employment, income, gender by consideration of attending college)

What would be the demographic profile of students who are interested in pursuing their education? If we take Question 6 "Within the last year, have you considered attending college" and compare demographic data collected in questions 41-47 (age, education, employment, ethnicity, income and gender), we can develop a "pocket population" of residents who would comprise the potential students for Schoolcraft College.

Demographics of Those Considering Further Education

The age of those individuals who are considering college range from 18 to 73 years of age. The mean or average was 39 years of age and the median (or halfway point) was 40. The mode or most frequently cited age was 41. These ages more closely represent the distribution of age of students enrolled in CES classes (average age 40) versus traditional credit courses where the average age is 28 and the mode age is only 19 (source: Quick Facts Brochure, Fall 1994).

Respondents who are considering college generally have a high school diploma or beyond. Only 1% had not completed high school and 17% had a high school diploma. Almost half of those considering college had "some college" while another 27% were college graduates.

Over two-thirds (67%) of those considering college were employed full-time. Only 5% were employed part-time. Another 7% were seeking employment, 13% were homemakers or students and 8% were retired (of those retired and considering college, the age ranged from 54 to 73).

The following list shows the occupation which was cited by the respondents interested in continuing their education. Those selected most frequently were skilled trades, clerical, administrative, educator, and engineer. The 28% missing include those seeking employment, homemakers/students, and retirees.

Occupations of Those Interested in Further Education

Occupation	Frequency	Percent	Valid Percent	Cum Percent
Accountant	2	2.0	2.8	2.8
Clerical	9	9.1	12.7	15.5
Administrative	7	7.1	9.9	25.4
Sales/Buyer	4	4.0	5.6	31.0
Communications	1	1.0	1.4	32.4
Computer Programmer	3	3.0	4.2	36.6
Educator	6	6.1	8.5	45.1
ED staff	2	2.0	2.8	47.9
Engineer	6	6.1	8.5	56.3
Food Service	4	4.0	5.6	63.4
Interior Design	1	1.0	1.4	64.8
Law/Security Officer	3	3.0	4.2	69.0
Military	1	1.0	1.4	64.8
Nurse	2	2.0	2.8	73.2
Pharmacist	1	1.0	1.4	74.6
Retail	2	2.0	2.8	77.5
Skilled Trades	10	10.1	14.1	91.5
Other	6	6.1	8.5	100.0
Missing	28	28.3	Missing	Missing
Total	99	100.0	100.0	100.0

Source: Weekend College Survey, Q44

The ethnicity of respondents considering college closely matches the ethnicity of the college. In the study, 6% cited a race other than white/non-hispanic. At Schoolcraft, credit enrollment by ethnicity other than white/non-hispanic is 7%.

Ethnicity of Those Interested in Further Education

Ethnicity	Frequency	Percent	Valid Percent	Cum Percent
White	91	91.9	92.9	92.9
African-Amer	4	4.0	4.1	96.9
Hispanic	1.0	1.0	1.0	98.0
Other	1	1.0	1.0	99.0
No Response	1	1.0	1.0	100.0
Missing	1	1.0	Missing	

Source: Weekend College Survey Q45

The family income of those considering college was categorized into seven areas. If we combine the first three categories (these have small percentages) we find that about 15% of those considering college have a family income of less than $30,000. Another 25% were in the $30-$50,000 range. 39% were in the $50,000 range and up. A chi-square analysis indicated no significant differences in family income levels for those considering college and those not considering college.

Family Income of Those Interested in Further Education

Family Income	Frequency	Percent	Valid Percent	Cum Percent
<$10k	5	5.1	5.1	5.1
$10-20k	4	4.0	4.1	9.2
$20-30k	6	6.1	6.1	15.3
$30-40k	14	14.1	14.3	29.6
$40-50k	11	11.1	11.2	40.8
$50-75k	26	26.3	26.5	67.3
$75k & >	13	13.1	13.3	80.6
No Response	19	19.2	19.4	100
Missing	1	1.0	Missing	

Source: Weekend College Survey Q46

Of the respondents considering college, 59% were female and 40% were male. This again closely matches our traditional student enrollment which is 58% female and 42% male (source: STIS.5.21.IPEDS).

In summary, here are the things we can say about those respondents who have considered attending college within the last year:

*The average age was 39.

*49% have had "some college".

*The most frequently cited occupations were skilled trades, clerical, administrator, educator, and engineer.

*The most frequently cited family income level was $50-$75 K.

*59% were female.

Market Share

Another piece of "profile information" that can be generated from the survey includes the percentage of the population who are interested in specifically attending Schoolcraft College (this one's for you Lou!)

3. Schoolcraft's share of current market - the percentage of those interested in further education who are interested in Schoolcraft. (Question 6 by Questions 23/32: Consideration of attending college and specifically Schoolcraft College)

As noted, of the 99 respondents who considered college last year, 51% would consider Schoolcraft College. This percentage increases if we include those respondents who were not considering college "last year", but have still considered attending Schoolcraft College.

On Form B (those who have never attended college or indicated they have attended a four year college, n=239), respondents were first asked if they would consider attending a community college. There were 125 or 52% who would consider a community college. If they responded "yes" to a community college, they were asked if they would consider Schoolcraft. 121 or 93% of those who answered that question would consider attending Schoolcraft College. On Form C (have attended a community college, not SC), only 56% would consider Schoolcraft.

If we project this to Schoolcraft's district, we can estimate our market share:

Projections	% from Survey	# in District	# in Sample
Total Population	100%	240,000	399
Currently Enrolled in College	9%	21,600	35
Considered College Within the Last Year	25%	60,000	99
Are or Have Been Enrolled at SC	22%	52,800	89
Would Consider SC	30%	72,000	121
Considered College Last Year and Would Consider SC	13%	31,200	51

The last listing in the chart would be the closest estimate of market share. The respondents who fell in this category were considering college within a recent time frame and were interested in Schoolcraft. This 13% of 240,000 would indicate that 31,200 is our market share. For the 1993-94 year, we enrolled 28,442 students (unduplicated count) for both CES and traditional courses. We are close to the market share but have not fully tapped the potential.

General Community Interest

Now that we have an idea of the profile of those interested in continuing their education, we can specifically look at interests in weekend college. We must first work with the total 399 respondents to determine who is interested in college, then who is interested in Schoolcraft, and finally who is interested in the Weekend College Program. This is addressed through a series of questions on all three forms. The survey was developed to branch at each level of commitment to education: first, to continuing their education; second, to considering a community college; third, choosing Schoolcraft as an option; and fourth, indicating an interest in a Weekend College Program. The following market area is studied to arrive at the projections of district interest in a Weekend College Program.

4. The community's general interest in the proposed expansions and new programs.
(Question 6 by Questions 22, 23/32, 14/24/33, 19/29/38; Consideration of attending college, and specifically Schoolcraft, and questions on the weekend college)

There are three questions which indicate the community's interest in attending Schoolcraft College:

Question 6: Within the last year, have you considered attending college?
(This question was asked of those respondents who have attended a college (not currently) or have never attended a college.)

Question 22: Would you ever consider attending a community college?
(This question was asked of respondents who have never attended a community college)

Question 23/32: Would you ever consider attending Schoolcraft College?
(Question 23 was asked of respondents who have never attended a community college and Question 32 was asked of students who have attended a community college other than Schoolcraft)

The question, "Within the last year have you considered attending college?" was asked of those respondents not currently enrolled in college. Of those not currently enrolled in a college, there were 99 respondents or 27% who have considered attending college within the last year (this is the group considered as the "pocket population" in the demographic profile). There were 251 or 69% who have not considered enrolling at a college and there were 35 of the respondents who were currently enrolled in college.

Of those respondents who have never attended a community college (n=239) , 126 or 53% would consider attending a community college and of those a full 93% would consider attending Schoolcraft. However, of those students who have attended other community colleges, only 56% would consider Schoolcraft.

Interest in Weekend College

As part of a marketing strategy, it is important to know the community's interest in weekend college programs and how those programs might be configured. We know from the general question on the interest in college, that about one-fourth considered attending college this last year. In addition, the question, "Would you ever consider attending Schoolcraft College?" was asked of respondents who were not currently enrolled at another college. Including those who have or are attending Schoolcraft, this "interest percentage" is 261 of the respondents or 65%. This infers that our market base potential is fairly large.

As the chart indicates, 261 respondents answered the question, "If Schoolcraft offered a Weekend College Program would you be very interested, interested or not at all interested in attending" (Questions 14/24/33).

Respondents Interested in Weekend College

Group	# in Group	Very Interested in Weekend College	Interested in Weekend College	Not at All Interested
Have never attended a community college & would consider SC	125	8 (7%)	61 (49%)	56 (44%)
Have attended a community college other than SC & would consider SC	47	6 (13%)	18 (38%)	23 (49%)
Have attended SC	89	6 (7%)	30 (33%)	53 (60%)
Totals for Weekend College Question	**261**	**20 (8%)**	**109 (42%)**	**132 (50%)**
Would not consider a community college or SC	140	NA	NA	140 (100%)
Those Interested as a % of Total	**399**	**20 (5%)**	**109 (27%)**	**271 (68%)**

There are three groups which constitute our potential market for Weekend College: those considering Schoolcraft, those who have attended another community college and would consider Schoolcraft, and those who have or are attending Schoolcraft. A fourth group on the chart are those who would not consider a community college or Schoolcraft College.

The branching of the survey is such that respondents who have no interest in attending a community college or Schoolcraft College in particular are never asked whether they would be interested in a weekend college program. This branching helps to keep the integrity of the survey by eliminating those not interested in college. Therefore, we can look at the data by each of the four groups. The first group has never attended a community college but they would consider a community college and would also consider Schoolcraft. Of this group of 125 respondents, 56% were "very interested" or "interested" in a weekend college program.

The second group are those who have attended another community college and would consider Schoolcraft. Of these 47 respondents, 51% would be "very interested" or "interested" in a weekend college. The third group is our own students and they would, of course, consider Schoolcraft. 40% of these students would be "very interested" or "interested" in a weekend college.

If we combine these three groups, we find that 129 respondents or 32% of the total surveyed population (n=399) would be "very interested" or "interested" in a Weekend College Program. And, if we look at the individuals "interested" or "very interested" in a weekend college, 40 or about one-third of them indicated that one of the reasons they would attend college would be to earn an associate degree. These 40 respondents, who are interested in a Weekend College Program to pursue an associate degree, represent 10% of the total surveyed population.

The fourth group are those who were not asked whether they would be interested in a weekend college since they had indicated by their responses that they would not consider a community college or would not consider Schoolcraft. There were 140 respondents who were in this group.

In summary, the data shows that there is an interest in weekend college courses. We could project from the data that 50% of the residents who are attending or considering attending Schoolcraft College would be interested in a Weekend College Program. If we consider the total survey population of 399 respondents, approximately one-third are interested in a weekend college. A "safe bet" number for projection is the 10% who want to pursue an associate degree and are interested in a Weekend College Program.

Time, Day and Place

As in most surveys for program development, questions are asked about time and place. Respondents were given time blocks of Friday evening, Saturday morning, Saturday afternoon, Sunday, and weekday evenings and asked which ones they would be willing to take courses. These time and day questions were asked of those interested in a Weekend College Program.

As indicated, the most frequently selected time was Saturday mornings, following by Saturday afternoon. The least selected time was Friday evening.

Day	Interest
Friday Evening	24%
Saturday Morning	78%
Saturday Afternoon	58%
Sunday	40%
Weekday Evening	46%

The question, "At which of the following locations would you prefer to take weekend classes?" indicated that 74% of the interested respondents would attend at Livonia, 44% would attend at Radcliff and 30% would attend at both (respondents could choose more than one response).

Interest in Bachelor Degree Offerings

There was an interest on the part of administrators and faculty to determine the need to offer a bachelor's degree program as part of the Weekend College Program. Several community colleges, such as Macomb and Northwestern, have sponsored bachelor degree completion at their sites. The four-year degrees are offered by public colleges and universities at the community college site. Schoolcraft has been approached by some four-year colleges and universities to discuss the potential of this joint venture.

Generally, there is some interest in this type of program. The chart indicates the responses of the four groups:

Interest in Bachelor Degree Program Held at Schoolcraft College

Group	# in Group	Very Interested in 4-Year	Interested in 4-Year	Not at All Interested
Have never attended a community college & would consider SC	125	8 (7%)	28 (23%)	87 (70%)
Have attended a community college other than SC & would consider SC	47	5(11%)	13 (28%)	29 (62%)
Have attended SC	89	15 (17%)	30 (33%)	44 (49%)
Totals for 4-Year Degree Question	**261**	**28 (11%)**	**71 (27%)**	**160 (61%)**
Would not consider a community college or SC	140	NA	NA	140 (100%)
Those Interested as a % of Total	**399**	**28 (7%)**	**71 (18%)**	**300 (75%)**

As the chart indicates, about one-fourth of all the respondents would be interested in a four-year degree program being offered at Schoolcraft. Schoolcraft students indicated a higher interest level in a four-year degree program. Half of the students who have attended Schoolcraft would be interested in such a program.

When we compare the demographic information with interest in a four-year degree program, we find significant differences in responses between males and females, the educational level of respondents, and employment status. More females than males are interested in a four-year degree program being offered at Schoolcraft. The educational level of respondents who have "some college" are more interested in a four-year program than other groups. There are also a greater percentage of respondents who are employed full-time who are interested in a four-year program.

The specific colleges that students were interested in offering programs were consistent among the three groups. The University of Michigan generally was selected first. Next was Eastern Michigan University and third was University of Michigan -Dearborn. The fourth was Madonna University.

Interest in Delivery Methods

Respondents who were interested in either the Schoolcraft Weekend College Program or in bachelor level classes to be held at Schoolcraft were asked which of four alternative delivery formats they might be interested in. The following chart identifies and compares that interest:

Formats	Yes	No	% Yes
Independent Learning	44	120	27%
One Week Seminars (Mon-Fri, 40 hrs.)	25	139	15%
Weekend Conferences (all day Sat. & Sun.)	40	120	24%
Telecourses	59	105	36%

The most popular form of delivery by respondents interested in Weekend College courses was telecourses (36%), followed by independent learning (27%), weekend conferences (24%), and finally one-week seminars (15%).

Reasons to Attend College

It is at this point we should examine the reasons why people would come to college. Are they interested in career change (a promotion or a different job), for personal improvement or enrichment, to earn a two-year associate's degree or to earn a four-year bachelor's degree or higher degree? We can examine this through questions 5/7 that ask the reasons that the respondents would attend college.

5. Relative ranking of various educational goals in the community. (Questions 5 and 7: Educational intent - job improvement, career change, personal enrichment, degrees)

If we combine the responses on questions five and seven (they are the same question), we can get an overview of the population's reasons for attending college.

Q5/Q7. People attend college for many different reasons. I'm going to read you a list of reasons. Please tell me which are your reasons for attending college.

Relative Ranking of Educational Goals

Responses (Select all that apply)	%
To take classes to help you move up in your present job or company.	44%
To help you get a different job.	45%
For personal improvement or enrichment.	69%
To earn a 2-year associate's degree.	24%
To earn a four-year bachelor's degree or higher degree.	38%

Source: Weekend College Survey Q5/7

This chart indicates that of all the respondents, most are or would attend college for personal improvement or enrichment. It is important to understand that this does NOT mean flower arranging or basket-weaving. The public believes personal improvement and enrichment courses include technical skills (such as computer training and skilled trades), managerial skills, and job-training skills. These are the courses which may not be specific to a degree but more related to the specific skills needed to function in the community, home and workplace.

Respondents were also interested in college to help them move up in their present job or to help get a different job (both with similar rankings). Many individuals are using college as an avenue to help them prepare for a different job (45%) or to help them move up in their present job or company (44%).

The fourth reason to attend college is to earn a four-year bachelor's degree or higher. Over one-third would attend college for this reason. It is more important for the respondents to seek a four-year degree than a two-year degree, where 24% would earn a two-year degree.

Of the 399 respondent records, there were 283 or 70.9% who had attended a community college, four-year college or university. There were 116 or 29% that had never attended a post-secondary institution. If the respondent had attended a community or university, they were asked which college they had attended. The most frequently cited were:

Colleges Attended

College	Percent
Schoolcraft College	17%
Eastern Michigan University	12.4%
U of M - Ann Arbor	8.5%
Henry Ford Community College	8.5%
Wayne State University	7.1%
Michigan State University	5.7%
U of M - Dearborn	5.3%
Other	19.1%

We can also break down the rankings of reasons to attend college by those who are already enrolled and those who are not enrolled. The main difference between the two groups is that those currently enrolled listed the four-year degree as one of their major reasons for attending college.

Of the 35 respondents who were currently attending college, the three main reasons they were enrolled were:

1) for personal enrichment
2) to earn a four-year degree
3) to help get a different job

Of the other 364 respondents not enrolled in college, the three main reasons they would attend college were:

1) for personal enrichment
2) to help in present job
3) to help to get a different job

Interest in Courses and Programs

6. Relative ranking of the community's interest in various career programs.
(Questions 15/25/34: Interest in courses as part of the weekend college)

Respondents were asked which courses and programs they would be interested in taking as part of the weekend college.

The ranking of program areas by respondents who are interested in a weekend college are:

Computers	18%
Business Management	17%
Undecided	13%
Liberal Arts	9%
Medical Support	5%

This ranking of courses tends to be consistent throughout the sub-groups. Schoolcraft enrollees selected computers, management, and liberal arts as the three main categories, while other community college students selected computers, business management, and construction.

Target Markets

7. The general target markets for the proposed expansion and new programs.
(Demographics by Questions 14/24/33 and 19/29/38: Age, education, employment, income, gender by interest in weekend college program and bachelor's degree)

Who is interested in the Weekend College Program? Is there a profile we can develop based upon the survey to determine our potential market? Each of the demographic areas can be reviewed both separately and combined by each form of the survey. A combined analysis of demographic data indicates that respondents interested in a Weekend College Program (n=129) have the following profile:

All Respondents Who Are Interested in Weekend College (n=129):

The average age is 43 and the mode age is 35.

96% of the interested respondents were white, non-hispanic.

The mode family salary range was $50,000-$60,000. Over half make more than $40,000.

More females (67%) than males (32%) were interested.

There were 66% of the interested individuals employed full-time and 9% part-time. Students and homemakers comprised 15% and retirees, 12%.

We can also breakdown the data into three separate groups and compare their demographic profile.

All Respondents Who Have or Are Attending Schoolcraft College and Are Interested in Weekend College (n=36):

The average age is 43 and the mode age is 35.

96% of the interested respondents were white, non-hispanic.

The mode family salary range was $50,000-$75,000. More than half make more than $40,000.

More females (69%) than males (31%) were interested.

There were 72% of the interested individuals employed full-time and 6% part-time. Students and homemakers comprised 14% and retirees, 8%.

Half of those interested have "some college". 25% have a bachelor's degree.

All Respondents Who Have Never Attended College or Have Attended a Four-Year and Are Interested in Weekend College (n=69):

The average age is 44 and the mode age is 35.

97% of the interested respondents were white, non-hispanic.

The family salary range most frequently cited was $30,000-$40,000. More than half make more than $40,000.

More females (73%) than males (28%) were interested.

There were 49% of the interested individuals employed full-time and 10% part-time. Students and homemakers comprised 19% and retirees, 19%.

Over half are high school graduates. 20% have some college and 20% have a bachelor's degree.

All Respondents Who Have a Community College Other Than Schoolcraft College (n=24):

The average age is 39 and the mode age is 46.

91% of the interested respondents were white, non-hispanic.

The mode family salary range was $50,000-$75,000. Over half make more than $50,000.

Equal numbers of females (50%) and males (50%) were interested.

There were 79% of the interested individuals employed full-time and 15% part-time. Students and homemakers comprised 4% and those seeking employment were 4%.

into the program. Ensure that computers are integrated throughout the Weekend College Program curricula.

What times and days would they like to attend?

The most desirable time to offer classes is on Saturday morning (78%) and Saturday afternoon (58%). The least desirable time was Friday evenings (24%). 40% would attend courses on Sunday. There were 46% who would also attend on a weekday evening.

Recommendations: If the administration decides to offer Friday evening courses as part of a "planned sequence" or "track", some thought should be given to offering an alternative to the Friday evening course on a weekday evening.

What types of delivery systems are they interested in?

The most popular choice of alternative delivery methods was telecourses. This may be a result of either choice or knowledge about such programming. 36% of the respondents who would enroll in college to pursue a two- or four-year program were also interested in telecourses.

Recommendation: In designing flexible programs to meet the needs of working adults, an option to that delivery may be telecourses. At least one-third indicated that as an option.

Where would they like to attend classes?

The question, "At which of the following locations would you prefer to take weekend classes?" indicated that 74% of the interested respondents would attend at Livonia, 44% would attend at Radcliff and 30% would attend at both (respondents could choose more than one response).

Recommendation: There is interest in both Livonia and Radcliff sites as potential locations for the offering of weekend courses. The establishment of a Weekend College Program should be implemented at both locations.

In conclusion, a Weekend College Program holds much potential for Schoolcraft College. There appears to be a demand for such a program, but in some ways it matches more of a

CES niche (non-degree seeking, personal improvement courses). Therefore, the development of a degreed program must be tailored to meet a unique market need. Clearly, the program should be built to meet the needs of older, working adults. The demand seems to be for a 2+2 type of programming, and using that as a market device, can help to build beyond the two-year associate degree. Knowing that much of the market has "some college", the system should be flexible enough to encourage transfer of those courses. Understanding and strategizing to meet the needs of working adults in areas of registration, transfer credits, scheduling, course application to work, and computer integration are essential steps in the development of a sound student-oriented plan.

SCHOOLCRAFT COLLEGE
WEEKEND COLLEGE SURVEY W '95

(9) 1. Have you ever attended a community college, four-year college or university? ALL

283 Yes **70.9%**
116 No **29.1%** (Skip to Question 6) (Choose FORM B - BLUE)

(10-11) 2. Which college or colleges have you ever attended?
(12-13) (Do not read the list but check all colleges mentioned) *Valid Percentages

6	Central Michigan University **3%**	24	Henry Ford Community College **8.4%**
35	Eastern Michigan University **12.4%**	3	Highland Park Community College **1.1%**
2	Lawrence Technological University **.7%**	1	Lansing Community College **.4%**
16	Michigan State University **5.6%**	2	Macomb Community College **.7%**
1	Oakland University **.4%**	4	Oakland Community College **1.4%**
10	University of Detroit **3.5%**	50	Schoolcraft College **17.5%** (Choose Pink Form)
24	University of Michigan-Ann Arbor **8.4%**	6	Washtenaw Community College **2.1%**
15	University of Michigan-Dearborn **5.3%**	7	Wayne County Community College **2.5%**
1	University of Michigan-Flint **.4%**		
1	Walsh College **.4%**		
20	Wayne State University **7.0%**		
4	Western Michigan University **1.4%**		
51	Other. (Specify) **18%**		
	Does not apply		
2	No response **.7%**		

(14) 3. Are you currently enrolled in a college or university?

35 Yes **12.4%**
248 No **86.9%** (Skip to Question 6)
Does not apply **.7%**
No response **116** had skipped to Q6 and would be a "no"

(15-16) 4. Where are you currently enrolled? ONLY OF THOSE CURRENTLY ENROLLED
(17-18) (Do not read the list but check all colleges mentioned)

	Central Michigan University	1	Henry Ford Community College **2.8%**
3	Eastern Michigan University **8.3%**		Highland Park Community College
1	Lawrence Technological University **2.8%**		Lansing Community College
	Michigan State University		Macomb Community College
	Oakland University		Oakland Community College
	University of Detroit	13	Schoolcraft College **36.1%** (Choose Pink Form)
4	University of Michigan-Ann Arbor **11.1%**		Washtenaw Community College
4	University of Michigan-Dearborn **11.1%**	1	Wayne County Community College **2.8%**
	University of Michigan-Flint		
1	Walsh College **2.8%**		
2	Wayne State University **5.6%**		
1	Western Michigan University **2.8%**		
3	Other. (Specify) **8.4%**		
	Does not apply		
2	No response **5.6%**		

***Valid percentages are used throughout the survey. Valid percentages are based on the percentage of persons who answered that question, <u>not</u> the total number of respondents of the overall survey.**

5. People attend college for many different reasons. I'm going to read you a list of reasons. Please tell me which are your reasons for attending college. (Read list) ONLY THOSE CURRENTLY ENROLLED

		Yes	No	N/A	No reply
9)	a. To take classes to help you move up in your present job or company?	5 14%	26 70%		4 11%
(20)	b. To help you get a different job?	21 57%	12 32%		4 11%
(21)	c. For personal improvement or enrichment?	28 76%	5 14%		4 11%
(22)	d. To earn a 2-year associate's degree?	11 31%	23 64%		2 5.6%
(23)	e. To earn a 4-year bachelor's degree or higher degree?	25 68%	8 22%		4 11%

(If this question was answered, skip to question 9)

(24) 6. Within the last year, have you considered attending college? THOSE WHO HAVE ATTENDED (BUT NOT NOW) AND THOSE WHO HAVE NEVER ATTENDED

99	Yes 27.3%
251	No 69%
6	Don't know 1.9%
7	No response 1.7%

7. People attend college for many different reasons. I'm going to read you a list of reasons. Please tell me if you would or would not ever consider attending college for each of these reasons. (Read list)

		Yes	No	N/A	No reply
(25)	a. To take classes to help you move up in your present job or company?	171 47%	164 45%		26 7%
(26)	b. To help you get a different job?	160 44%	179 49%		25 6%
(27)	c. For personal improvement or enrichment?	248 68%	106 29%		10 2%
(28)	d. To earn a 2-year associate's degree?	84 23%	265 73%		15 4%
(29)	e. To earn a 4-year bachelor's degree or higher degree?	128 35%	223 61%		13 3%

(30-31) 8. If you decided to attend college, which school would you would attend?
(32-33) (Do not read the list but check all colleges mentioned)

2	Central Michigan University .6%	9	Henry Ford Community College 3%
25	Eastern Michigan University 7%		Highland Park Community College
	Lawrence Technological University		Lansing Community College
6	Michigan State University 2%		Macomb Community College
1	Oakland University .3%	4	Oakland Community College 1%
3	University of Detroit .8%	94	Schoolcraft College (Choose Pink Form) 26%
19	University of Michigan-Ann Arbor 5%	1	Washtenaw Community College .3%
18	University of Michigan-Dearborn 5%	1	Wayne County Community College .3%
	University of Michigan-Flint		
2	Walsh College .6%		
6	Wayne State University 2%		
	Western Michigan University		
25	Other (Specify) 7%		
110	Undecided 30%		
15	Does not apply 4%		
21	No response 6%		

EVERYONE

(34) 9. Now I am going to ask you some questions specifically related to Schoolcraft College. Are you aware that Schoolcraft College offers career programs in which you can earn a Certificate for specialized training?

255 Yes **64%**
140 No **35%**
4 No response **1%**

(35) 10. Are you aware that Schoolcraft offers 2-year Associate Degree programs?

321 Yes **81%**
75 No **18%**
3 No response **1%**

(36) 11. Are you aware that an Associate Degree can qualify you for a new career field?

322 Yes **81%**
70 No **17%**
7 No response **2%**

(37) 12. Are you aware that Schoolcraft offers telecourses over the local cable system?

157 Yes **39%**
238 No **60%**
4 No response **1%**

(38) 13. Are you aware that Schoolcraft does not offer a 4-year bachelors degree program?

261 Yes **65%**
132 No **33%**
6 No response **2%**

IMPORTANT NOTE. Each respondent is asked the questions on only one form. The decision which form to use is triggered by the respondent's answers to questions 2 and 4.

Select the appropriate form now.

NOTE If respondent never attended a community college choose FORM B - BLUE
If respondent attended a community college but if not Schoolcraft College choose FORM C - GOLD
If respondent is currently or has ever attended Schoolcraft College choose FORM A - PINK

FORM A -PINK ATTENDED SCHOOLCRAFT COLLEGE

(Ask the next four questions if respondent answered Schoolcraft College to Questions 2 or 4)

(39) 14. You mentioned earlier that you attended Schoolcraft College--if Schoolcraft offered a Weekend College Program, would you be very interested, interested or not at all interested in attending?

6 Very interested **7%**
30 Interested **33%**
53 Not at all interested, skip to 19 **60%**

15. What kinds of courses would you be interested in taking as part of the weekend college?

(40-41) **Computer-26%, Management-20%, Liberal Arts-14%**

16. At which of the following locations would you prefer to take weekend classes:

		Yes		No	
(42)	a. Livonia campus on Haggerty	**23**	**67%**	**12**	**33%**
(43)	b. Radcliff in Garden City (Off of Ford Road)	**18**	**50%**	**16**	**44%**
(44)	c. Plymouth Canton High School	**7**	**21%**	**22**	**67%**

17. Please tell me which of the following times you would prefer to attend classes? (Read list)

		Yes		No	
(45)	a. Friday evening	**6**	**17%**	**28**	**78%**
(46)	b. Saturday morning	**30**	**86%**	**4**	**11%**
(47)	c. Saturday afternoon	**21**	**58%**	**13**	**36%**
(48)	d. Sunday afternoon	**15**	**42%**	**19**	**53%**
(49)	e. Weekday evenings	**18**	**50%**	**17**	**47%**

18. Approximately how many hours per day would you prefer to attend class?

(50-51) **Range 2 - 6 hours Average 2.9 hours**

(52) 19. If Schoolcraft provided space for a 4-year college or university to hold bachelor level classes on our campus, would you be very interested, interested or not at all interested in attending?

15 Very Interested **17%**
30 Interested **34%**
44 Not at all interested, skip to 41 **49%**

20. Which college or university would you prefer to take classes from?

(53-54) **CMU -7%; EMU-16%; MSU-2%; U of M-A2-22%; U of M-D-4%; WMU-7%; WSU-2%; SC-2%; Madonna-5%; Other-2%**

14 No preference **31%**

21. Please tell me which of the following course formats you prefer?

		Yes		No		No Response
(55)	a. Independent learning	**18**	**41%**	**22**	**52%**	**7%**
(56)	b. One week seminars (Monday - Friday, 40 hours)	**9**	**21%**	**24**	**56%**	**23%**
(57)	c. Weekend conferences (all day on Saturday and Sunday)	**18**	**40%**	**21**	**47%**	**14%**
(58)	d. Telecourses	**28**	**64%**	**12**	**27%**	**9%**

FORM B - BLUE NEVER ATTENDED COLLEGE OR INDICATED THEY HAVE ATTENDED A FOUR-YEAR
(Ask the next four questions if responses to Q2 or Q4 are not community colleges or they have never attended college, Q1.)

(59) 22. Would you ever consider attending a community college?

125 Yes **52%**
109 No (Skip to question 41) **45%**
5 Don't know **2%**
No Response

(60) 23. Would you ever consider attending Schoolcraft College?

121 Yes **93%**
4 No (Skip to 41) **3%**
3 Don't know **2%**
1 No Response **1%**

(61) 24. If Schoolcraft offered a Weekend College Program, would you be very interested, interested or not at all interested in attending?

8 Very interested **7%**
61 Interested **49%**
55 Not at all interested, skip to 29 **44%**

25. What kinds of courses would you be interested in taking as part of the weekend college?

(62-63) **Computer-17%; Bus. Mgmt-15%; Undecided-12%; Med. Support-8%; Lib Arts-8%**

26. At which of the following locations would you prefer to take weekend classes:

		Yes		No		Missing
(64)	a. Livonia campus on Haggerty	55	80%	8	12%	9%
(65)	b. Radcliff in Garden City (Off of Ford Road)	30	46%	30	46%	9%
(66)	c. Plymouth Canton High School	22	33%	36	55%	12%

27. Please tell me which of the following times you would prefer to attend classes? (Read list)

		Yes		No	
(67)	a. Friday evening	17	25%	43	63%
(68)	b. Saturday morning	50	73%	12	17%
(69)	c. Saturday afternoon	42	62%	18	26%
(70)	d. Sunday afternoon	28	41%	32	47%
(71)	e. Weekday evenings	28	41%	33	48%

28. Approximately how many hours per day would you prefer to attend class?

(72-73) **2 - 5 range** **Avg. 2.7** (hours)

(74) 29. If Schoolcraft provided space for a 4-year college or university to hold bachelor level classes on our campus, would you be very interested, interested or not at all interested in attending?

8 Very interested **7%**
28 Interested **23%**
87 Not at all interested, skip to 41 **70%**

30. Which college or university would you prefer to take classes from?

(75-76) **EMU-5%** **U of M A2-19%** **Madonna-8%**

18 No preference **49%**

31. Please tell me which of the following course formats you prefer:

		Yes		No	
(77)	a. Independent learning	**18**	**51%**	**14**	**40%**
(78)	b. One week seminars (Monday - Friday, 40 hours)	**10**	**31%**	**18**	**56%**
(79)	c. Weekend conferences (all day on Saturday and Sunday)	**15**	**42%**	**18**	**50%**
(80)	d. Telecourses	**18**	**51%**	**13**	**37%**

FORM C - GOLD ATTENDED A COMMUNITY COLLEGE BUT NOT SCHOOLCRAFT
(Ask the next three questions if responses to Q2 or Q4 were community colleges but not Schoolcraft College)

(81) 32. Would you ever consider attending Schoolcraft College?

40 Yes **56%**
24 No (Skip to 41) **34%**
7 Don't know, perhaps, depends **10%**
No Response

(82) 33. If Schoolcraft offered a Weekend College Program, would you be very interested, interested or not at all interested in attending?

6 Very interested **13%**
18 Interested **38%**
23 Not at all interested, skip to 38 **49%**

34. What kinds of courses would you be interested in taking as part of the weekend college?

(83-84) **Computers-18%; Bus. Mgmt-23%; Construction-14%; Skilled Trades-9%; Undecided-18%**

35. At which of the following locations would you prefer to take weekend classes:

		Yes	No
(85)	a. Livonia campus on Haggerty	**17 71%**	**7 29%**
(86)	b. Radcliff in Garden City (Off of Ford Road)	**8 33%**	**16 67%**
(87)	c. Plymouth Canton High School	**9 38%**	**15 63%**

36. Please tell me which of the following times you would prefer to attend classes? (Read list)

		Yes	No
(88)	a. Friday evening	**8 33%**	**16 67%**
(89)	b. Saturday morning	**20 83%**	**4 17%**
(90)	c. Saturday afternoon	**12 50%**	**11 46%**
(91)	d. Sunday afternoon	**9 38%**	**15 63%**
(92)	e. Weekday evenings	**14 58%**	**10 42%**

37. Approximately how many hours per day would you prefer to attend class?

(93-94) **2 - 7 range** **Avg. 3.1** (Hours)

(95) 38. If Schoolcraft provided space for a 4-year college or university to hold bachelor level classes on our campus, would you be very interested, interested or not at all interested in attending?

5 Very Interested **11%**
13 Interested **28%**
29 Not at all interested, skip to 41 **62%**

39. Which college or university would you prefer to take classes from?

(96-97) **EMU-12%** **U of M A2-47%** **U of M D-18%**

2 No preference **11%**

40. Please tell me which of the following course formats you prefer:

		Yes	No
(98)	a. Independent learning	**8 44%**	**10 56%**
(99)	b. One week seminars (Monday - Friday, 40 hours)	**6 38%**	**10 63%**
(100)	c. Weekend conferences (all day on Saturday and Sunday)	**7 41%**	**9 53%**

(101) d. Telecourses **12 67%** **5 28%**

Your answers so far will be even more helpful to us if you will answer just a few more quick questions about yourself and your family.

41. What is your age?

(102-103) **20 yrs minimum** **82 yrs maximum** **43.1 yrs mean** **35 yrs mode** (age in years)

(104) 42. And what is the highest level of education you have completed?

2	Grades 1-8 or less **.5%**
13	Some high school **3.3%**
103	High school graduate **26%**
145	Some college **36%**
101	College graduate **25%**
34	Post-graduate **9%**
1	No Response **.3%**

(105) 43 Are you currently employed or are you not working at the present time?

IF EMPLOYED Is this full or part time work?
IF UNEMPLOYED Do you consider yourself a homemaker, retired or actively looking for work?

204	Full time **51%**
43	Part time **11%**
11	Unemployed, activity seeking employment, skip to 45 **3%**
42	Homemaker/student, skip to 45 **11%**
98	Retired, skip to 45 **25%**
1	No response **.3%**

44. In what career or occupation are you currently employed? (write response)

(106-107) **Clerical-12%; Skilled Trades-11%; Administrative-9%; Education-7%; Engineer-6%**

	Does not apply		
	No response		
9	Accountant		Actor, musician entertainer
	Architect or urban planner	**1**	Artist
30	Business (clerical)	**22**	Business executive (management, administration)
4	Business owner or proprietor	**13**	Business sales person or buyer
1	Child care provider	**2**	Communications (television, radio, video, advertising)
7	Computer programmer or analyst	**2**	Counselor/social worker
	Dentist, orthodontist	**17**	Educator (teacher, librarian)
6	Education support, aide, assistant	**15**	Engineer
1	Draftsman/CAD technician	**13**	Food service
3	Homemaker (full-time)	**1**	Human resources
2	Interior decorator	**4**	Lab technician or hygienist
4	Law enforcement officer/security	**3**	Lawyer (attorney) or judge
2	Military service	**8**	Nurse
	Optometrist	**2**	Pharmacist
	Physician	**12**	Retail
1	School administrator	**2**	Scientific researcher
28	Skilled trades, precision production	**1**	Therapist (physical, occupational, speech)
	Veterinarian	**2**	Writer or journalist
30	Other		

151 or 38% **Missing**

(108) 45. And would you mind telling me, are you White, African-American, Hispanic, Asian, or of some other ethnic group?

368	White	92%
6	African-American	2%
2	Hispanic	.5%
3	Asian	1%
3	Other (Specific)	1%
17	No Response	4%

(109) 46. Which of the following income groups include your total family income last year? (Read income groups)

12	Less than $10,000	3.0%
19	$10,000 $20,000	5%
43	$20,000-$30,000	11%
52	$30,000-$40,000	13%
44	$40,000-$50,000	11%
79	$50,000-$75,000	20%
56	$75,000 or more	14%
94	No response	23%

(110) 47. Record Gender

154	Male	39%
242	Female	61%

This is the end of our survey. Thank you very much for your time and opinions.

Interviewer read and sign:

I have reread this completed questionnaire and certify that all answers have been recorded in the respondent 's exact words, and that all spaces are filled in. This bona fide interview has been obtained according to quota and all interviewing specifications. I agree to keep the content of questions, respondents' answers, and the subject of this interview confidential.

INTERVIEWER'S SIGNATURE _____

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